

Position Description

Position Title	Workforce Development Officer (Practice Design Specialist)
Mode of employment:	Part time
Time fraction:	0.6-0.8 FTE
Tenure:	30 June 2021
Line Manager:	Elly Robinson, Senior Specialist
Positions reporting to this position:	Nil
Classification:	PRC Level 3 Specialist
Working relationships:	Internal: <ul style="list-style-type: none"> • Manager and team, Emerging Minds National Workforce Centre project. External: <ul style="list-style-type: none"> • Project partners, various practitioners and other stakeholders working to support children and families.
Other information:	All staff are required to: <ul style="list-style-type: none"> • Have strong IT skills including a sound working knowledge of word processing, Internet and e-mail applications • Sign a Confidentiality and Intellectual Property Agreement • Undergo successful Working with Children Check and National Police Checks prior to appointment.

Position Overview

This position is a member of the Emerging Minds team at the Parenting Research Centre, which is a partner in the consortium that delivers the Emerging Minds: National Workforce Centre for Child Mental Health (NWC; www.emergingminds.com.au).

The NWC has been established to assist professionals and organisations who work with children and/or parents/families to have the skills to **identify, assess** and **support** children at risk of mental health conditions.

The project helps to bridge the knowledge-to-practice gap in child mental health support, particularly in the area of early intervention with mild to moderate problems. Working with contemporary knowledge exchange and practice design frameworks, you will work closely with our clients to identify, adapt and apply the best evidence in the development of practices, practice elements and tools.

We are looking for someone with strong practice and/or capacity building skills in hospital, nursing or other health care settings, who has the capacity to develop workforce resources that meet the identified needs of these key professional groups. This role requires tacit knowledge (that comes with practice or workforce development experience), excellent engagement, writing and communication skills, together with a commitment to evidence-based practice.

This role involves leading collaborative work with practitioners, researchers and stakeholders to build workforce capacity to successfully implement evidence-based approaches for the purpose of achieving positive and lasting outcomes for children and their families.

About the Parenting Research Centre

Research shows that parenting is one of the strongest predictors of child development. It has a profound impact on the health and wellbeing of children from the early years right through to adolescence.

The Parenting Research Centre helps children thrive by driving new and better ways to support families in their parenting.

We help governments and community organisations in the fields of health, education and welfare put the best evidence on parenting support into action.

We help them find practical solutions by:

- Making evidence more accessible and useful to them through synthesising, translating and exchanging knowledge
- Offering ways to design and implement parenting supports that are innovative, effective, sustainable and evidence-based
- Conducting rigorous applied research that helps them evaluate and improve the quality of their policies, programs and services.

The Parenting Research Centre is a national, independent non-profit organisation established in 1997 that receives funding from government and non-government agencies.

Our corporate values are:

- Commitment: we believe in the importance of parenting
- Excellence: we do our best to apply scientific knowledge in a practical way
- Open-mindedness: we value learning and inquiry
- Innovation: we are flexible and creative
- Responsiveness: we respond to community needs
- Collaboration: we pool our knowledge and our resources
- Stewardship: we are trustworthy and accountable

Our code of interpersonal behaviour is based on the values of:

- Respect: treat people with dignity and communicate their worth
- Responsibility: be dependable, trustworthy and accountable
- Positivity: be positive and proactive, and focus on solutions and strengths
- Acceptance: embrace diversity, exercise tolerance, and look for the best in others

Personal Competencies Required	Position Competencies Required
Strong professional ethics and integrity	Commitment to the values of PRC Demonstrated ability to exercise a high level of discretion and sound judgement when dealing with sensitive, challenging and confidential matters.
High levels of motivation and energy	
Ability to be proactive and positive in solving problems and lead projects/changes in a confident and decisive way	A willingness to show high motivation, to establish priorities, set and maintain deadlines with a demonstrated ability to use initiative
Commitment to teamwork	Demonstrated communication and interpersonal skills including collaboration, problem resolution and negotiation
Eager to participate and contribute to a learning environment	Demonstrated ability to collaborate and work in a multi-disciplinary setting
Commitment to ongoing professional development	Clear understanding of own development needs, plus commitment to continuous improvement, OH&S and Equal Opportunity principles

Key Responsibilities

This role will undertake and contribute to a diverse range of activities that aim to improve the capacity of generalist health/welfare services to identify, assess and support child mental health problems.

These activities include:

1. Working in close collaboration with practitioners, managers and decision makers in child and adult-focused services to develop practice and support change, with a particular focus on:
 - clinicians based in hospital and community settings
 - paediatricians
 - community nurses, nurse practitioners and primary care practice nurses; and
 - other primary health care professionals

2. Working with internal and external stakeholders, via workshops, forums or other means, to identify how existing practices/programs are intended to achieve positive outcomes for child mental health and where there are gaps.
3. Working with subject matter experts and practitioners to propose, plan and co-develop practice support resources (e.g. practice guides, training resources, brief interventions) drawing on best practice and research evidence.
4. Developing training and implementation resources to support effective practices.
5. Seeking to apply a systems-level focus to practice development and workforce support, where relevant.
6. Engaging professional networks, organisations and other leaders and expanding stakeholder relationships.
7. Engagement in feedback loops and evidence checks to ensure that the designed practices, practice elements and related resources are of high quality and are accepted and implementable by the target group.
8. Working with internal product development and communications teams (both at Emerging Minds and PRC) to prepare and publish project outputs.
9. Working with the evaluation and implementation teams to ensure that materials developed within the project are having a demonstrable impact on practice with children and families.
10. Attend meetings, workshops and forums as required.
11. Other duties as directed.

Key Selection Criteria

Essential

1. A post-graduate level qualification in a relevant field (e.g., psychology, social work, nursing).
2. Excellent communication and interpersonal skills, including demonstrated ability in resource development and ability to tailor communication to a wide range of professionals and other stakeholders
3. A strong philosophical commitment to the scientist-practitioner model, and the development and dissemination of evidence-based practice.
4. High-level knowledge and demonstrated aptitude in practice design in an area or areas related to child mental health, e.g. behavioural interventions, child maltreatment, parenting support
5. Demonstrated experience/ability to engage practitioners, service managers, people with lived experience and other stakeholders in a collaborative practice design process
6. Demonstrated experience/ability to understand and incorporate diverse views into practice design, including willingness to engage in a continuous quality improvement (CQI) and feedback process to continually trial and refine the practices/resources where needed
7. Demonstrated willingness and ability to work collaboratively in a multi-disciplinary setting

8. Demonstrated willingness and ability to accept supervision and develop skills and practice

Desirable

1. Experience working with a diverse client group (e.g. Aboriginal and Torres Strait Islander families; people with disabilities and experiencing vulnerability)
2. Experience and/or willingness to work with Agile principles and Scrum

Line Manager's signature: _____ Date: ____/____/____

Employee's signature: _____ Date: ____/____/____